

## Introduction

On November 12-15, 1978, the University of Illinois Graduate School of Library Science sponsored its twenty-fourth annual Allerton Park Institute at Allerton House, located about twenty-five miles southwest of Champaign. The theme chosen by the faculty of the Graduate School of Library Science for this year's institute was "Supervision of Employees in Libraries." A planning committee was appointed of the following faculty and library staff: Margaret Chaplan, Librarian, Institute of Labor and Industrial Relations; Thomas Gaughan, Director of Library Personnel; Maurine Pastine, Librarian, Undergraduate Library; Rolland Stevens, Professor, Graduate School of Library Science; and Herbert Goldhor, Director, Graduate School of Library Science. These people compiled a list of topics and activities to be included in the 4-day institute, as well as names of persons to be invited to present papers. Herbert Goldhor wrote to prospective speakers; made necessary arrangements with the help of the Allerton House staff, and Edward Kalb and Donald Campbell (of the university's Office of Continuing Education and Public Service); prepared news releases about the forthcoming institute; previewed and selected an appropriate training film to be used in the program; and handled many other details. Since he was on sabbatical leave during fall 1978 and unable to participate in the November institute, I conducted the sessions in his absence and edited the papers for publication.

The institute was planned for persons who are now (or soon expect to be) first-line supervisors in libraries in order to provide them with practical assistance in learning how to perform their supervisory responsibilities. All types of libraries were to be covered, with emphasis on public

and academic libraries of medium to large size, as these are the libraries in which problems of supervision arise most often and in which principles of good supervision have, therefore, the most useful application. Supervision of both clerical and professional library employees was covered in the program.

Those persons who attended and participated in the institute derived much benefit that is not available to those who read these proceedings but were not present at the meetings: the sharing of meals and living quarters; the exchange of ideas in the question-and-answer period of each meeting, in the halls and at the table; and the stimulation of meeting and communicating with the speakers. These various advantages were rated above the papers themselves by the participants. Still, we hope that these published papers will be of benefit to those who were not able to be at Allerton House.

The institute opened with a self-graded test of leadership potential, which was explained, administered and analyzed by Richard A. Mannweiler, Professor of the Institute of Labor and Industrial Relations at the University of Illinois. The objective of his analysis was to explain the interrelationship of task-oriented and relationship-oriented styles of leadership and to examine typical situations in which one or the other of these styles is more appropriate. Because the test itself is of little value without Mannweiler's analysis, it is not reproduced here. The first papers presented in the program were a keynote address and several reviews of the theory and research of supervision. Later papers tended more toward aspects of application and practical advice to the supervisor.

Another valuable part of the institute which unfortunately could not become part of the published proceedings was the practice session of supervisor/employee role-playing, conducted by Geraldine King. Following her short demonstration of appropriate verbal and nonverbal behavior in a confrontation between supervisor and employee, members of the audience divided into groups of three, alternating as supervisor, employee and observer. Those who participated felt that they learned more about how to handle situations of this kind by practicing than they could have by hearing a paper.

One of the most well received sessions of the conference was the discussion by a panel of five relatively new supervisors who each described some of their initial problems and what they did to solve them. Since these presentations did not result in an actual paper, they have been summarized here under the title "Making the Transition from Employee to Supervisor," prepared by Holly Wagner, Technical Editor of the Graduate School of Library Science.

Thanks are due the members of the planning committee for their

suggestions of topics and speakers for the conference and for chairing sessions. Members of the Graduate School of Library Science faculty and staff, and staff members of the university's Office of Continuing Education and Public Service, also assisted in the meetings and in the lengthy preparations for the institute. Lastly, the work of the Publications Office in preparing these papers for publication is gratefully acknowledged.

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*Editor*